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ABSTRACT

THE PRODUCT OF TWO SUMMER INSTITUTES TO PREPARE TEACHERS AND ADMINISTRATORS FOR SCHOOL INTEGRATION, THIS REPORT CONTAINS A RESOURCE MANUAL ON "DISCIPLINE STANDARDS IN INTEGRATED SCHOOLS." FOR FULL ABSTRACT OF INSTITUTE PROCEEDINGS, SEE UD 009 479. FOR OTHER RESOURCE MANUALS, SEE UD 009 480, UD 009 482, UD 009 483, AND UD 009 484. (KG)

DISCIPLINE STANDARDS IN INTEGRATED SCHOOLS

Resource Manual

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OFFICE OF EDUCATION

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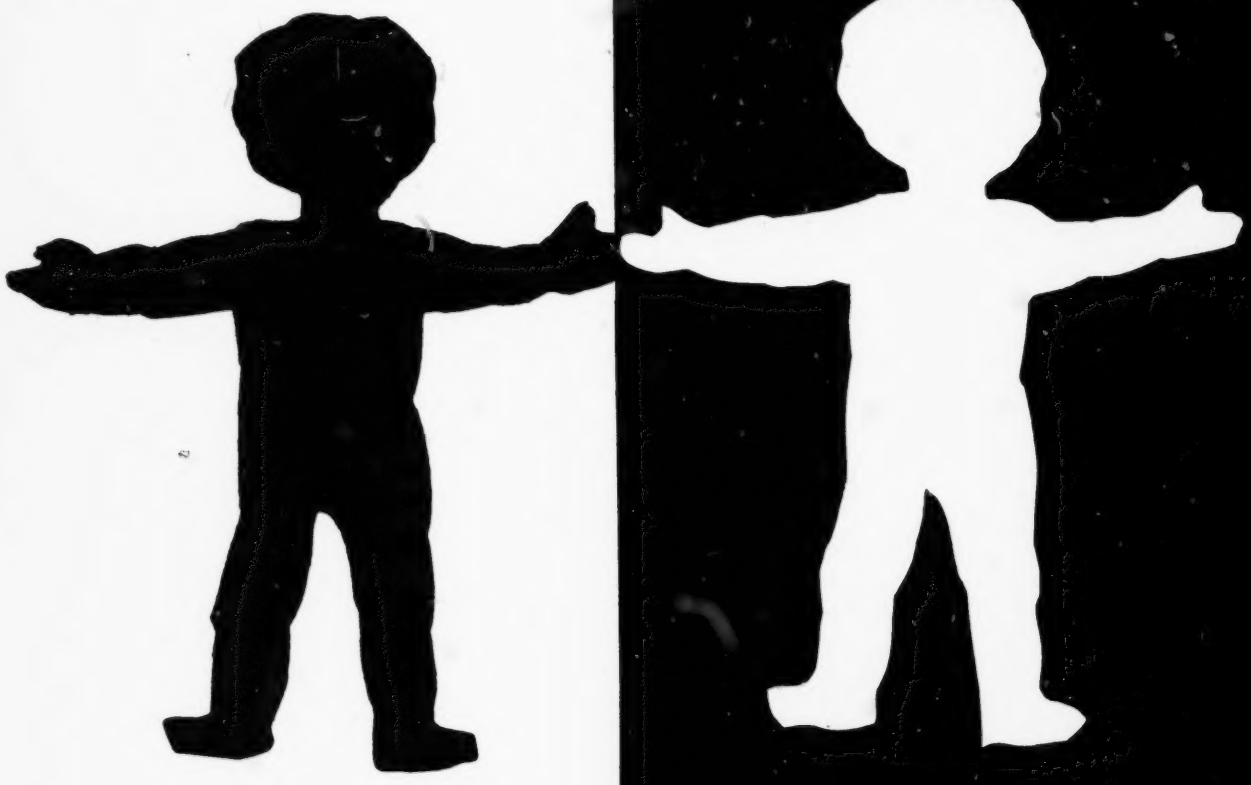

Community Consolidated Schools

District 65

Evanston, Illinois

Gregory C. Coffin

Superintendent of Schools

Laval S. Wilson Project Director

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WHERE DO WE GO FROM HERE?

One of the great liabilities of history is that all too many people fail to remain awake through great periods of social change. Every society has its protectors of the status quo and its fraternities of the indifferent who are notorious for sleeping through revolutions. But today our very survival depends on our ability to stay awake, to adjust to new ideas, to remain vigilant and to face the challenge of change. The large house in which we live demands that we transform this world-wide neighborhood into a world-wide brotherhood. Together we must learn to live as brothers or together we will be forced to perish as fools.[1]

We will be greatly misled if we feel that the problem will work itself out. Structures of evil do not crumble by passive waiting. If history teaches anything, it is that evil is recalcitrant and determined, and never voluntarily relinquishes its hold short of an almost fanatical resistance.[2]

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[1] Martin Luther King, Jr., Where Do We Go From Here: Chaos or Community? (New York: Bantam Books, Inc., 1968), pp. 199-200.

[2] Ibid. p. 151.

An In-Service Training Program Which Focuses on Assisting Educators of School District 65 to Develop Some Common Understandings About Crucial Integration Issues

COMMUNITY CONSOLIDATED SCHOOLS
District 65
EVANSTON, ILLINOIS

1968 - 1969
School Year

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DISCIPLINE STANDARDS IN INTEGRATED SCHOOLS

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SUPERINTENDENT'S MESSAGE

When I spoke before Upsilon Chapter of Phi Delta Kappa last year, explaining our plan for school integration in District 65, one of the points emphasized was this: No matter what we do in the schools to teach our children about the contributions of the American Negro to the development of this country, no matter what we teach about the basic equality of man, too often it is all contrary to the direct exposure which boys and girls get. Whether you subscribe to John Dewey, or to one of the current high priests of education such as Jerome Bruner, you must still agree that true education is the result of both direct and vicarious learning experiences.

If all direct experiences are contrary to all vicarious experiences, it is not unreasonable to suppose that attitudes of boys and girls -- attitudes learned in the elementary grades -- are going to be shaped significantly by these direct experiences. The answer, then, is to enable the children to have positive early educational experiences, learning with and from each other.

In School District 65, the youngsters, teachers, administrators, general staff, parents and community have completed one year of districtwide school integration. Available evidence seems to indicate that we had a very successful year. For the first time in the lives of many people who live in this community, blacks and whites have interacted in meaningful ways. Young people have begun to develop mutual respect and appreciation for each other as individuals, without regard to skin color. Teachers have relearned the fact that children of whatever color are individuals with individual needs and abilities, and have worked toward providing for these both professionally and personally.

The districtwide in-service training programs we have had for the past two summers have assisted all teachers and students to understand better the content and the attitudinal aspects of integrated education. We feel that we have started on the long road to real integration, and we are glad to share with others some of the things we have learned. The materials resulting from the 1968 in-service work reflect much of what we have learned. We hope they will prove to be useful tools to others who share our goal of the best possible educational experiences for all our youngsters.

Gregory C. Coffin
Superintendent of Schools

FOREWORD

School integration is working in Evanston. If, though, you feel that I am attempting to indicate that we had a year of integration without problems, let me dispel that notion. Successful school integration is a hard, long, and difficult task. We did have problems last year. We will have more problems this year. But, the professional staff of District 65 is deeply involved in in-service training programs which will be of significant assistance to us as we attempt to overcome problems associated with quality, integrated education.

After one year of districtwide integration, it would seem helpful if all of our teachers in all of our schools were provided an opportunity to develop some common understandings about some crucial issues. Our colleagues who participated in the 1968 Summer Integration Institute have developed materials which will be helpful in sensitizing us to the significance of ten of these issues. The resource manuals and film shorts which were produced will be of tremendous value in making the rocky road of integrated education a very rewarding experience for the boys and girls about whom we care so much.

Laval S. Wilson
Project Director

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SECTION I

INTRODUCTION TO MATERIALS

DEVELOPING COMMON UNDERSTANDINGS ABOUT CRUCIAL INTEGRATION ISSUES

Background of the Evanston In-Service Training Program

In the fall of 1967, School District 65 of Evanston, Illinois, put into effect a district-wide integration plan. To implement the plan school attendance areas were redrawn for all of the district's sixteen elementary schools. In addition, the previously all-Negro Foster School was eliminated. The Negro students who would have attended Foster were reassigned to other schools on a percentage-of-enrollment basis. The building facility which was the Foster School is now an experimental laboratory school with voluntary enrollment from throughout the district. All Negro youngsters in District 65 are now attending school on an integrated basis.

In preparation for school integration, District 65 conducted an Integration Institute for more than 300 teachers and administrators during the summer of 1967. The purpose of that program was to assist educators to become more aware of the many factors associated with quality school integration. During the 1967-68 school year, teachers and administrators indicated the tremendous benefits they received from the 1967 Summer Institute.

By no means, though, did we feel that one institute solved for us all or even a majority of our integration problems. Successful

integration is a long process. Attitude changes are sometimes long in coming. We must work continuously at this difficult task. For the educators, upon whose shoulders a great deal of the success of school integration will rest, continuous assistance must be provided in solving integration problems.

Second Summer Institute

As we proceeded through the first year of our integration plan, the need for a set of common understandings concerning certain issues for all educators in the district became apparent. The 1968 Summer Integration Institute was created to meet this need. This Institute focused on developing some common understandings about some very crucial issues in a corps of educators from our school district. Ten such understandings were identified and studied during the institute. They were as follows:

1. Black Power and Its Effect on Racial Interaction
2. Common Prejudices of Negroes and Whites
3. Discipline Standards in Integrated Schools
4. Family Background and School Achievement
5. Grouping Children in Integrated Schools
6. Interpersonal Relations Among Students
7. Race and Intelligence
8. Sensitivity to Interpersonal Relationships

9. The Black Self Concept

10. The Negro in American History

Resource manuals, Unipacs, and film shorts were developed for each of the ten issues. Ten small groups of five or six members each had the specific task of writing one Teacher Resource Manual, one Student Resource Manual, and several Unipacs. In addition, instructional consultants to the Institute made thirty-minute film shorts about each of the ten crucial issues. Together, the written materials and the films will serve as the basis for our district-wide in-service training program.

An Example of the Materials Developed During the Institute

Let us look at one set of materials developed during the Institute. As an example, let us look at the crucial issue entitled, The Negro in American History. The Instructional Consultants for this concept were Dr. John Hope Franklin and Mrs. Beatrice Young. Dr. Franklin made a major presentation to the participants of the Institute*. This presentation on the Negro in our history served as background information for all of the participants. Dr. Franklin and Mrs. Young then became consultants to just the six people who were to write the Teacher and Student Resource Manuals and Unipacs. Essentially, they elicited from the consultants all types of information which could be incorporated into

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* A two-hour film of Dr. Franklin's original presentation on The Negro in American History is available for distribution through School District 65.

the written materials. At the same time, the history group and the consultants discussed the content of a thirty-minute film short. Together they outlined the concepts which seemed most crucial for inclusion in the film short. The thirty-minute film short that Dr. Franklin then made was recorded on 16mm film and became the correlate to the Teacher Resource Manual -- The Negro in American History. These two items, then, will provide a great deal of content about the Negro in American history, resources to which one could turn for more information and specific activities which would be of assistance in becoming more knowledgeable about the topic.

Even though the above example is concerned with the crucial issue The Negro in American History, each of the ten manuals and film shorts was developed in a similar manner. Usually, more than one consultant was available to each writing group. This provided a tremendous amount of expertise for the ten groups as they began to formulate ideas for inclusion in their manuals.

A Description of the Materials and Suggestions for Their Use

We suggest that all members of a school staff be involved in this in-service training program from beginning to end. One of each of the ten crucial issues should be the focus of attention for each of the ten months of the school year. We are not suggesting, though, that the first week of each month or each Monday of a week be Negro history week or day. The ideas suggested in the materials can be most helpful to the teachers and youngsters if, once they have been introduced, they become an integral aspect of the daily activities of the schools.

Teacher Manual

The teacher's manual has been developed as a resource for aiding teachers and other adults to develop understandings about crucial issues.

This manual is sectioned into Main Ideas, Sub-Ideas, Behavioral Objectives, Content, Activities, and Bibliography. Definitions for these terms are provided below:

A. Main Idea -- An overriding or general idea which has breadth and depth.

B. Sub-Idea -- Specific ideas which contribute to and make up the main idea. The objectives are built around these.

C. Behavioral Objective -- The specific measurable goal which will demonstrate knowledge of the main idea or sub-idea.

D. Content -- Subject matter which will assist in developing better understandings about the main idea and sub-idea.

E. Activity -- The procedures and methods which will contribute to and aid in achieving the behavioral objective.

F. Bibliography -- Includes references to books, periodicals, poems, writings, records, tapes, and speeches pertaining to the main idea and sub-ideas.

Film Short

The film short is a thirty-minute presentation about one of ten crucial integration issues. There is one film short for each teacher manual.

Student Manual

Each student manual is similar in format to the teacher manual. The content section, though, has been deleted from this manual. Even though this manual is entitled "student manual," it is to be used by the teacher and not the student. The contents of the teacher manual have been worded in student language for the student manual. In this way, the teacher can integrate the main ideas and sub-ideas into her classroom teaching without having to rethink the teacher concepts into those appropriate for students.

Unipac

A Unipac is a self instructional set of materials for the student.* The term literally means a one idea package. The Unipacs developed during the Institute focus on furthering understandings about one of the sub-ideas included in the teacher and student manuals. The Unipac is similar in format to the manuals. Both utilize a Main Concept (Main Idea), Sub-Concepts (Sub-Ideas), Behavioral Objectives, and Activities. In addition, there is a pre-test and a post-test to evaluate understandings before using the Unipac and after its use. There are two sections to each Unipac, a teacher section and one for the student. The teacher section provides her with the necessary information to help each child work independently with his Unipac.

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* In general, the Unipacs have taken the form of the model provided by The IDEA Materials Dissemination Center in South Laguna, California.

Even though our Unipacs were developed as self instructional materials, consideration must be given to the skills and maturity of each student. Therefore, some 8th grade youngsters may be able, after a short introduction, to independently work through many Unipacs. In comparison, kindergarten or first grade students may need to proceed through such material only under the supervision of the teacher -- in large group or small group lessons.

Resource Persons

At least one teacher in each school in District 65 participated in the Institute. As we implement the in-service training program, the representative(s) from your building should be invaluable as a resource. Although each manual and Unipac is different, the format for each is very similar. Each participant, therefore, was involved in writing materials similar to the type you are about to read and can provide helpful suggestions for maximizing its use.

Summary

The film shorts and teacher manuals are geared to furthering the understandings of teachers or other adults about crucial integration issues. Once teachers have developed some common understandings, they then can meaningfully integrate these understandings into the classroom. The student manuals, worded in student behavioral terms, will be quite helpful to the teacher as a resource for student activities and references as she implements the ideas during various

lessons. The manuals are constructed in a general to the specific framework.

To augment the various lesson ideas presented by the teacher from the teacher and student manuals, the Unipacs may be used. These are geared to self instruction, depending upon the maturity of the student.

Specific Suggestions for Implementing the In-Service Training Program

1. All members of a staff should participate in the in-service training program. In general, a staff should focus on developing understandings about one crucial issue a month.
2. A regular meeting date should be designated and a series of meetings should be scheduled. As a minimum, we suggest one general meeting a month of an hour and a half in length. The purpose of the meeting should be the development of teacher understandings about a particular crucial issue.

   Within two weeks, this meeting should be followed by a second one of an hour. This meeting should be used for small group discussions, department discussions, or subject area discussions, to determine the most feasible ways to integrate the particular crucial issue into classroom lessons.
3. Each participant should be provided a copy of the teacher and student manuals about the crucial issue to be studied prior to the first time the group is to meet. This will provide an opportunity for each participant to become fairly familiar with the material so that he can be an active discussant during the meeting.

4. The film short should be shown at the beginning of the first meeting.
5. A chairman, or discussion leader, should be designated to keep discussion moving in a fairly orderly manner.
6. After viewing the film, the following should occur:
   A. Discussion in large group.
      1. Relate film ideas to teacher manual.
      2. Clarify concerns raised about Main Idea, Sub-Ideas, Behavioral Objectives, Content, and Activities.
      3. Attempt to get participants to express and discuss their true feelings.
   B. If your staff is too large to accommodate meaningful discussion in one large group, break into two or more smaller groups of no more than fourteen in a group.
7. The representative(s) from your school who participated in the Institute can serve as an invaluable resource in better understanding and implementing the use of the in-service training materials.
8. Discussion about the use of the Unipac and methods of implementing the crucial issues with the students should be undertaken at the second meeting.
9. The Unipacs which were written to accompany a manual should be used first with your students. After this occurs, any other Unipac which seems helpful should be used whenever the appropriate occasion arises.
10. Provide the opportunity on an ongoing basis for the crucial issues to be an important aspect of the classroom learning of each student.

Concluding Remarks

The implementation of this in-service training program will not be an easy task. Race relations is an emotionally packed, tense type of "happening." We are hopeful, though, that your participation in this program will be a rewarding experience for you and all of your youngsters.

In June, we hope you might indicate a feeling similar to that of one of our Institute participants. "I have never worked so hard in such a short time. The experiences have been frustrating, rewarding, and enriching. An extremely valuable experience in personal and intellectual growth."

SECTION II

TEACHER RESOURCE MANUAL

(For Teacher Use Only)

There is on the next page of this section a summary page which lists the Main Idea and all the Sub-Ideas developed for the entire Teacher Resource Manual. After this summary page each of the Sub-Ideas is presented in sequential order. First in the sequence, then, is the Sub-Idea, followed by a Behavioral Objective, Content, and Suggested Activities.

DISCIPLINE STANDARDS IN INTEGRATED SCHOOLS

MAIN IDEA: Discipline standards should constantly be evaluated and reevaluated in all schools, integrated as well as segregated schools.

Sub-Ideas:

I. Negative behavior may result from the circumstances of the environment and the pressures on the individual rather than the fact that a youngster is black, white, or yellow.

II. The basic principles involved in discipline are the same for all races, considering the fact that each child is an individual and must be dealt with as such.

III. The teacher can help eliminate negative behavior by demonstrating to the child that natural consequences will follow disruptive acts. The teacher can be the link between what the child does and the results of his act.

IV. Discipline standards should promote and enhance each student's self-respect.

V. Discussion of discipline problems with such consultants as other teachers, the principal, social worker, counselor, parents, etc., may result in a better understanding and a possible solution of the problem.

VI. Regular class discussion of discipline problems, rules of behavior, and solutions should help children understand their own behavior.

VII. A teacher's conscious and unconscious attitudes toward children, especially in an integrated school, affect their behavior.

SUB-IDEA I:

Negative behavior may result from the circumstances of the environment and the pressures on the individual rather than the fact that a youngster is black, white, or yellow.

BEHAVIORAL OBJECTIVE:

Given a disciplinary problem, the teacher should be able to eliminate possible preconceived notions that race is the cause of the problem.

C O N T E N T

1. Every Negro child is the victim of the history of his race in this country. On the day he enters kindergarten he carries a burden no white child can ever know, no matter what other handicaps or disabilities he may suffer.... Whatever a child's ethnic or racial background, he may be bright or slow, attractive or unpleasant; his parents may be rich or poor, well educated or illiterate, responsible or shiftless. Every racial group distributes itself in some fashion over the whole social and economic scale. But when all the variability is conceded, it cannot be denied that every American Negro child must expect to encounter certain problems which none of our other children face in quite the same way.
(A. Harry Passow, Education in Depressed Areas, p. 291.)

2. The quality of human relationships that are engendered among all pupils through current school practices needs to be reexamined carefully. Rules, regulations, and rituals of many schools often tend to block communication and to have a dehumanizing effect on all youngsters, including Negro youth. Development of close ties and friendships by pupils can do much to improve human relationships.
(W. C. Kvaraceus, Negro Self-Concept, p. 178.)

3. Even in the kindest and gentlest of schools, children are afraid, many of them a great deal of the time, some of them almost all the time... afraid of failing, afraid of being kept back, afraid of being called stupid, afraid of feeling themselves stupid.
(John Holt, How Children Fail, p. 39.)

4. In a study by the Conservation of Human Resources Project, Columbia University, it was found that:

The middle-class Negro aspires towards higher education even though many feel that teachers do not "encourage Negro students to get higher education." They hope to acquire "a good education because of the leverage that it will provide them in the competitive job world." ...

> The extent of their broadened opportunities is best revealed by the fact that when they consider their life work, they weigh not only such mundane matters as prospective income and opportunities for promotion but whether their careers will enable them to gain direct satisfaction from their work, irrespective of monetary rewards. Like many other educated people they want meaningful and challenging work and they expect to find it. (page 95.)
>
> They want much the same things that other young Americans with similar backgrounds desire. Their goals have not been conditioned by their race as much as by their family background and educational achievements. (pages 125-126.)
>
> These young Negroes do not believe that the whites will lose all of their prejudices or that Negroes will live on terms of intimacy with the white population. Their optimism is more restrained. They look forward to a multi-racial democracy in which Negroes will not be inhibited from exercising either their rights or their talents. They look forward to equality with all other Americans who are able and willing to study, to work and to shape their lives as they see fit. These young men want no more than this opportunity and they are quite sure that they will get it. (page 171.)
> (Eli Ginzberg, The Middle Class Negro in the White Man's World, pp. 95, 125-126, 171.)

5. There is not sufficient evidence to justify the conclusion that there are native differences between the intelligence of whites and Negroes. The nature of intelligence tests is such that they are incapable of identifying genetic differences between any two groups.

It has long been known that Negroes and whites differ on the average, but with considerable overlap, in their performance on psychological tests. However, it is generally agreed today that these tests do not measure only innate intelligence; what they measure as well are the effects of opportunity to learn the kinds of items included in the tests, the motivation of the individual taking the test, the meaningfulness of the items for him, and his ability to perform in a test situation. In all these respects, the Negro in our society is disadvantaged in comparison with whites in otherwise similar environments. There is no reason, therefore, to suppose that the relatively small average differences in test scores reflect differences in innate intelligence. Unfortunately, no test of mental abilities has yet succeeded in controlling all the environmental variables that might influence its validity. These include things such as prenatal and postnatal care, child-rearing practices, the socio-economic level of the family and its intellectual interests, the emotional interaction of parents and children and of siblings with one another, the quality and length of schooling, the social and cultural impact of the community and the vocational opportunities it provides. When efforts are made to equate environments of Negro and white subjects more fully, differences in average I.Q. are lessened, as the environmental interpretation would lead us to expect.
(Melvin Tumin, Race and Intelligence, p. 13.)

6. ... differences in I.Q. within any one race greatly exceed differences between races. Race as such is simply not an accurate way to judge an individual's intelligence. The real problems in this area concern ways to overcome the many serious environmental deprivations that handicap Negro youth. To return to the analogy with longevity, the problem is akin to that which faced medicine in the nineteenth century. Automatized America needs to expand the intelligence level of its underprivileged citizens in much the same way it has expanded the life potential of its citizens in the past one hundred years. The success of such programs as 'the Banneker group' in St. Louis demonstrates this job can be accomplished when American society decides to put enough of its resources into it.
(Thomas F. Pettigrew, Negro American Intelligence, p. 37.)

7. There are four factors which determine the level of achievement of a child in school. One of them is the inborn ability or disability of the child. Another is the kind of family life or family training he experiences. A third is the quality of the schooling he gets. The fourth is his self-concept or aspiration level. He has it in his power, after several years of school experience, to determine how hard he shall work in school, and toward what goals.

There are inborn or biological differences of intelligence, but these are between individuals, not between large social or racial groups. No doubt there are inborn differences of potential intelligence among the children of a particular family; and every class of 30 children has 30 different levels of inborn intellectual potential.

The schools receive children with a wide variety of inborn intelligence and also with a variety of family experience which helps or hinders school learning. The schools provide a program of teaching and an environment in which pupils are learning. The pupil's self-concept grows out of his family and his school experience.

Thus the two factors about which society may be able to do something after a child is born are the school factor and the family factor. A very good family experience can make a child with only average inborn ability look good in school. A very good school can make a child with only average innate ability look good. A very good school may also compensate a child in whole or in part for a weak family factor, and a very strong family factor may compensate for a weak school factor.
(Robert J. Havighurst, Education in Metropolitan Areas, p. 164.)

Suggested Activities:

1. Provide opportunities for role playing and role taking in the daily life of Negro and white youth and other teachers as a means of improving mutual understandings and of systematically breaking down racial stereotypes.

ADD YOUR OWN ACTIVITIES

SUB-IDEA II:

The basic principles involved in discipline are the same for all races, considering the fact that each child is an individual and must be dealt with as such.

BEHAVIORAL OBJECTIVE:

The teacher should be able to use the same basic principles of discipline for children of all races.

C O N T E N T

1. Definition:

   Discipline is "a planned series of activities or exercises considered necessary for the attainment of a certain goal.... In this first sense, discipline also means a set of rules or laws affecting conduct." (Gertrude Noar, The Teacher and Integration, p. 33.)

2. Equality of Treatment:

   Gertrude Noar states that black and white students should be treated alike and that discipline should be consistent for both. She further states: "Teachers in integrated schools ask if they should 'lean over backwards' and not see when Negro children misbehave. They want to know if they should judge the Negro pupil's work more leniently and close their ears to bad language. The answer is no! If correcting behavior is important for whites, so it is for Negroes." (Ibid., p. 33.)

3. Purpose of Classroom Discipline:

   > The purposes of classroom discipline are two-fold: First, to help each student grow from dependence on adults for direction and control to self-direction and self-discipline based upon an understanding and practice of the ideals of democratic citizenship; and second to set up in the classroom an orderly work situation so that learning activities proceed smoothly. Thus discipline measures constitute all the positive, preventive and remedial procedures carried out to achieve the purposes and are an integral part of the whole teaching process.
   > (Herbert Klausmeir, Principles and Practices of Secondary School Teaching, p. 375.)

4. Some Positive Approaches to Discipline:

   a. Recognize the importance of developmental tasks to youth.
   b. Provide security for students.
   c. Keep students engaged in interesting activities.
   d. Establish a climate for learning.
   e. Set reasonable levels of achievement.
   f. Use tests as aids to learning.
   g. Grade on a variety of growth factors.
   h. Take care of disruptive situations as they arise.

   (Ibid., pp. 377-78.)

5. Good Discipline Should:

   a. Be a natural result of the behavior.
   b. Be definite.
   c. Be just.
   d. Be impersonal.
   e. Be conducive to better self-control and also constructive.
   f. Be withheld until the teacher fully understands the student's motives.
   g. Avoid arousing fear.
   h. Never entail extra schoolwork or an additional assignment.

   (Luella Cole and Irma Hall, Psychology of Adolescence, p. 25.)

Suggested Activities:

1. Read the chapter "How Can I Control Them" in Noar, Gertrude, The Teacher and Integration, (National Education Association, 1967).

ADD YOUR OWN ACTIVITIES

SUB-IDEA III:

The teacher can help eliminate negative behavior by demonstrating to the child that natural consequences will follow disruptive acts. The teacher can be the link between what the child does and the results of his act.

BEHAVIORAL OBJECTIVE:

Given common classroom infractions, the teacher should be able to devise corresponding control measures that may be used.

C O N T E N T

1. Effective Control:

> To be effective, a punishment (control measure) should be a natural consequence of the offense. It should be prompt. It should be simple and short. It should be applied consistently. Once the penalty is paid, you should not only let bygones be bygones, but take the first opportunity to demonstrate to the pupil that his slate is clean and that you like him.
> (Norma Cutts and N. Mosley, Teaching the Disorderly Pupil, p. 29.)

2. Consequences of Punishment:

> Although the consequences of punishment (physical or corporal) may not necessarily be bad, the question of its effectiveness as a deterrent to prescribed behavior is a different issue. Punishment is apparently ineffective in deterring aggression. Not only does it fail to halt aggressive behavior in deprived children, but in some cases, it actually leads to an increase in this behavior.
> (Frank Riessman, The Culturally Deprived Child, p. 39.)

3. Practical Implications of Using the Ripple Effect

"These research results have suggested several ways that a teacher may amplify his influence over the class by using the Ripple Effect." (The realization of the theory that by dealing with the deviancy of one student, one really deals with the whole class by proxy.)

1. Make use of techniques that are non-threatening whenever possible.

2. Be sure that control communications are clear: that students know the deviant, the deviancy, and the proper alternative behavior.

3. Increase firmness by changing the tone of voice, moving closer to the deviant, or observing him closely until he complies.

4. Focus control techniques on the learning task at hand instead of contingent teacher approval.

5. As a teacher's subject matter expertness increases, so does his ability to control classroom behavior.

(William J. Gnagey, Controlling Classroom Misbehavior, pp. 13-14.)

4. Student Morale Builders or Positive Control Measures

1. Looking or glancing at a disruptive pupil.

2. Calling attention to positive behavior by praising or encouraging (e.g., "I like the way Johnny is sitting").

3. Imitating poor behavior of students (e.g., thumb sucking, slumping in seat, or groaning).

4. Involving the students in role playing.

5. Conducting periodic discussion of classroom disturbances (and sometimes immediate discussion when the incident occurs).

6. Having private talks with a child.

7. Having talks with parents or parent and child.

8. Offering one's help to potentially or disruptive students (e.g., "Mary, are you having any trouble?").

9. Asking the class or class member to be sympathetic to a fellow classmate's problem or condition.

10. Removing a child from the group by (a) isolating his seat within the class per se, or (b) sending him out of the classroom.

11. Keeping the students busy with constructive, interesting, and stimulating learning experiences and activities.

12. Sending the student to the principal if the offense is serious.

13. Avoid threatening student, because it encourages reinforcement of undesirable behavior.

14. Avoid punishing student by giving him written assignment or other school work because it creates a negative attitude toward learning.

15. Using predetermined signals such as clapping hands, hitting a pencil on the desk, or putting a finger to one's lips to indicate quietness or silence.

16. Moving near or standing behind noisy students.

17. Touching the disruptive student.

18. Using humor to discourage unwanted behavior.

19. Diverting student attention from their misbehaviors (e.g., "Have you thought of using the new encyclopedia to answer some of your questions?").

20. Boosting student's interest in their work (e.g., "That's a pretty important report you are writing. May I see how it is coming along?").

21. Utilizing physical restraint when there is a danger of students getting hurt.

22. Appealing to the students' power of reasoning (e.g., "I know this class realizes the need for order in this class and I will expect it from now on.").

23. Using power or sympathy with caution (e.g., "I know that you are all excited about the election, but we have to get back on the beam.").

24. Using the post mortem effect (e.g., "Up until today this class has done fairly well conductwise. But, as you know, today you were extremely rowdy, and boisterous and generally unpleasant for everyone. Now tomorrow, I will expect marked improvements in your individual and class behavior.").

(William J. Gnagey, Controlling Classroom Misbehavior, pp. 6-9.)

5. Generalization and Suggestions for Keeping Discipline

1. Praise and social approval are more effective in promoting good standards of conduct than are censure, blame, and punishment.

2. It is unwise to punish a whole group for the misconduct of an individual or a small group.

3. Sarcasm should be used sparingly if at all. Children are sensitive and may become severely hurt by such procedure.

4. The teacher should never consider misconduct as a personal affront. Instead, the teacher should adopt the attitude that his interest and those of the pupil go in the same direction. The teacher should work with pupils, not against them.

5. Whenever possible, necessary rules and regulations should be formulated either by the pupils or by the pupils assisted by the teacher.

6. Discipline is most difficult to maintain unless pupils sense the real worth of the activities in which they engage.

7. Whenever disciplinary episodes arise, the teacher should ask himself such questions as: What is wrong with the course of study? What is wrong with my teaching methods?

8. When a child misbehaves he should be studied in an effort to determine which of his needs have been thwarted. An attempt should be made to make the child's school experience satisfying to him.

9. A child may misbehave because he is physically ill or suffering from a glandular disorder. Some restless and annoying children may have hyperthyroidism which needs medical attention.

10. Prevention of disciplinary situations is to be preferred to remedying difficulties that arise. If pupils have a sufficient readiness for their work, are highly motivated, and if they are given sympathetic and understanding treatment by their teachers and peers, very few problems of a disciplinary nature will develop.

(Glenn Blair, R. Stewart Jones, and Ray Simpson, Educational Psychology, pp. 427-428.)

6. Ways a Teacher Can Improve His Control of Misbehavior

1. The teacher's mental health comes first.
2. Increase your repertory of techniques.
3. Know your class leaders well.
4. Increase clarity and firmness.
5. Focus on learning.
6. Add interest to classwork.
7. Substitute restitution for punishment.
8. Study your own subjects.

(William J. Gnagey, Controlling Classroom Misbehavior, pp. 27-28.)

Suggested Activities:

1. In order to gain an insight into behavioral problems, read the pamphlet, "Controlling Classroom Misbehavior," (N.E.A.) by William Gnagey, and the book, Death at an Early Age, by Jonathan Kozol, which portrays the attitude and atmosphere that leads to negative behavior.
2. Read the pamphlet "Is Discipline Dead?" National School Public Relations Association.

ADD YOUR OWN ACTIVITIES

SUB-IDEA IV:

Discipline standards should promote and enhance each student's self-respect.

BEHAVIORAL OBJECTIVE:

Given potentially volatile and threatening situations involving a student and the teacher, the teacher should be able to institute control measures that would avoid irrational and emotional responses at the student's expense.

C O N T E N T

1. Basic Needs:

> Teachers may well follow the advice given to parents: To realize that most aggressive behavior stems basically from a need to be loved and to feel secure, and is preceeded by a period during which the aggressor feels hurt, angry, or scared. The constructive approach is to give the offending pupil a normal amount of affection and security and to determine what hurt, angered, or frightened him. If possible, he should take an active part in the study of his motives. In the end, some punishment may yet seem desirable, but it can then be given on the basis of understanding. (Luella Cole and Irma Hall, Psychology of Adolescence, p. 25.)

2. Self Respect:

> Some day maybe there could exist a well informed, well considered and yet fervent public conviction that the most deadly of all possible sins is the mutilation of a child's spirit; for such mutilation undercuts the life principals of trust without which every human act, may it feel ever so good and seem ever so right, is prone to perversion by destructive forms of conscientiousness.
> (Preface by Erik Erickson of Death at an Early Age, by Jonathan Kozol.)

3. Value Development:

1. Encourage children to make choices and to make them freely.
2. Help them discover and examine available alternatives when faced with choices.
3. Help children weigh alternatives thoughtfully, reflecting on the consequences of each.
4. Encourage children to consider what it is that they prize and cherish.
5. Give them opportunities to make public affirmations of their choices.
6. Encourage them to act, behave, live in accordance with their choices.
7. Help them to examine repeated behaviors or patterns in their life.

In this way, the adult encourages the process of valuing. The intent of this process is to help children (although it is equally applicable to adults) clarify for themselves what they value. This is very different from trying to persuade children to accept some predetermined set of values. It is based on a conception of democracy that says persons can learn to make their own decisions. It is also based on a conception of humanity that says human beings hold the possibility of being thoughtful and wise and that the most appropriate values will come when persons use their intelligence freely and reflectively to define their relationships with each other and with an ever-changing world. Furthermore, it is based on the idea that values are personal things if they exist at all, that they cannot be personal until they are freely accepted, and that they cannot be of much significance if they do not penetrate the living of the person who holds them.
(Louis Rath, Merrill Harmin, and Sidney B. Simon, Values in Teaching, pp. 38-39.)

Suggested Activities:

1. To become knowledgeable on the topic of self-respect as related to classroom behavior, the teacher should read five articles listed in the bibliography of this manual.

2. Given the following hypothetical situations, the teacher should be able to prepare and analyze a personal list of control measures that would follow:

   a. Student calls teacher a bad name.

   b. A child hits the teacher.

   c. A child steals a teacher's personal items.

ADD YOUR OWN ACTIVITIES

SUB-IDEA V:

Discussion of discipline problems with such consultants as other teachers, the principal, social worker, counselor, parents, etc., may result in a better understanding and a possible solution of the problem.

BEHAVIORAL OBJECTIVE:

Given a standing integrated committee of teachers on discipline, any teacher should feel free to approach a member of this committee to gain assistance in dealing with discipline problems in the integrated classroom.

C O N T E N T

1. Interpersonal Relationships:

   It will be helpful to utilize the principal and other consultants as resource persons before problems get out of hand. We should view the role of principal as a teacher-helper in problems of classroom management.

2. Assistance Through Consultation:

> The schools are now in a position of leadership in the Nation. Race relations which is a crucial national problem must be discussed in school. An integrated faculty will become an example of how good interpersonal race relations can be. (Gertrude Noar, The Teacher and Integration, p. 87.)

3. Positive corrective approaches:

> If the situation is very serious, I call up the parents and explain to them in front of the child that he is not letting me teach him. But I don't call the parents just when something goes wrong. I try to call them every time the child does something especially delightful, and so I have basic contact with them. I don't want my relationship to parents simply geared to discipline, so that every time they hear my voice they automatically say to themselves, 'What has Billy done this time?' If they hear from me about the positive exciting things that Billy does, their reaction to the misbehavior will take place in a much better mood.
> (Frank Riessman, The Culturally Deprived Child, p. 91.)

4. Administrative Support:

> Administrative support of teachers' decisions help enforce a more sound discipline program than otherwise.
> (Norma Cutts and N. Mosley, Teaching the Disorderly Pupil, p. 31.)

Suggested Activities:

1. If the atmosphere of the school is such that the teacher feels free to suggest topics of discussion for teachers' meetings, he should, with the cooperation of other teachers, provide a list of discipline topics to discuss.

2. View and discuss the film, "No Reason to Stay," Contemporary Films.

3. View the five Project Awareness videotapes (Resource Center).

4. View the videotapes made for the Principals' Workshop (Resource Center).

ADD YOUR OWN ACTIVITIES

SUB-IDEA VI:

Regular class discussion of discipline problems, rules of behavior, and solutions should help children understand their own behavior.

BEHAVIORAL OBJECTIVE:

Given an integrated classroom, the teacher should be able to organize the class so that the students can discuss and take care of many of their own disciplinary problems.

C O N T E N T

1. Stimulate good class morale:

> Good morale is the first essential for good discipline. The emotional tone such as warmth, friendliness, pride of reputation, and group solidarity help assist a positive classroom atmosphere.
> (Norma Cutts and N. Mosley, Teaching the Disorderly Pupil, pp. 6-7.)

2. Democracy in the Classroom:

> We believe in the right of people to have a choice in plans and policies which directly affect them.
> (G. V. Sheviakov and Fritz Redl, Discipline for Today's Children and Youth, p. 13.)

3. Cooperative Thinking:

> Two important insights are back of this insistence that every member of a democracy has a part to play in arriving at decisions which affect him. One emerges from our experience that group decisions are often more trustworthy than individual decisions, because the base of judgement and intelligence is broadened. Another principle is that as we share in making choices we learn to accept a responsible part in carrying out decisions or in changing them if they prove wrong.
> (Ibid., p. 13.)

> Discussion of discipline problems gives the child a chance to air his grievances and to tell how he felt the teacher was unfair, or any other item related to classroom discipline.
> (Norma Cutts and N. Mosley, Teaching the Disorderly Pupil, p. 23.)

4. Functions of Discipline:

> In this country discipline serves several functions. First, it is necessary for socialization -- for learning the culturally approved and tolerated standards of conduct. Second, discipline is necessary for normal personality maturation -- for acquiring aspects of adult behavior such as dependability, self-control, self-reliance, and tolerance of frustration. These traits do not occur spontaneously but only in response to sustained societal expectations and demands. Third, discipline is necessary for the internalization of moral standards and obligations, or in other words, the development of conscience. Finally, discipline is necessary for the emotional security of the young.
> (Robert D. Strom, Teaching in the Slum School, p. 40.)

5. Preventive discipline:

> By far the most effective discipline is that which operates before the crisis occurs and helps the student to understand and accept the type of behavior that is demanded by the school. In most cases discipline of this kind helps the student to realize what is required and therefore makes punishment unnecessary.
> (Arthur J. Jones, Principles of Guidance and Pupil Personnel Work, p. 17.)

6. The following Statement of Objectives can serve as a guideline in working with children:

Statement of Objectives

(1) When presented with common, everday, meaningful situations, such as he might experience directly or indirectly, the child begins or continues his growth in using some of the methods for understanding and dealing with human behavior.

(a) He sees that behavior is caused by something.

(b) He continues to realize that there may be more than one cause for behavior.

(c) He continues to recognize a need for knowing more about how a situation developed and for knowing the different sides before making a judgment or reacting to a situation.

(d) He continues to use this information to try to think of what might be some of the more probable causes or reasons for behavior.

(e) He continues to think and talk about alternative ways of working out a problem.

(f) He continues to think about some of the probable effects of these alternatives.

(2) The child grows in his realization that the real work of the teacher is to provide experiences that will help pupils learn.

(a) He continues his growth in feeling that it helps the teacher in her work if the pupils talk over their problems with her and let her know how they feel.

(b) He continues his growth in feeling that, if the pupils do take their problems to the teacher, she will react to them and to the problem in a causal way.

(c) He continues his growth in feeling that the teacher will react to classroom or playground situations by trying to find out the different sides of the situations or what the children were trying to accomplish before dealing with them.

(d) He continues in his growth in appreciating the fact that sometimes the teacher must react quickly (and sometimes arbitrarily in a first first-aid manner) to a playground or classroom situation because of immediate or potential danger involved; but he is confident that, before attempting to deal with it fully, she will look into all aspects of the situation.

(3) The child grows in his ability to take the initiative or responsibility for trying to work out some of his simpler problems.

(a) He becomes better able to recognize and think about his own problems.

(b) He continues to realize that he can seek help from his teacher by discussing things that are worrying or bothering him.

(c) He continues to do something to try and find the real nature of the trouble if he feels worried about a situation or if a problem bothers him.

(d) He grows in ability to think about various ways his own problems may be worked out.

(e) He grows in ability to think of some of the possible effects on both himself and others of working out a situation in various ways before he makes a decision, plans an activity, etc.

(4) The child continues his growth in appreciation of the work of his parents and various members of the communities he may study.

(a) He continues to realize that everyone has certain basic needs and feelings and behavior depends upon the methods used to work out these feelings.

(b) He grows in the realization that, as he learns more about people, and why they may behave as they do, he can better work with them and adjust to them.

(c) He begins to realize that different physical make-up, abilities, experiences, and opportunities affect the way people work out their needs and feelings.

(Ralph H. Ojemann and Alice S. Hawkins, A Teaching Program in Human Behavior and Mental Health, pp. 10-11.)

Suggested Activities:

1. Lead a discussion on the reasons for forming a class council and the procedure to be followed. Preside over the election of a student chairman of the class council and then let the class proceed with the meeting.

2. Construct a suggestion box (i.e., Gripe Box) which would be made available to all students in the class; evaluate these suggestions for future discussions.

3. Discuss the Statement of Objectives.

ADD YOUR OWN ACTIVITIES

SUB-IDEA VII:

A teacher's conscious and unconscious attitudes toward children, especially in an integrated school, affect their behavior.

BEHAVIORAL OBJECTIVE:

A teacher should be able to recognize his attitudes toward children in an integrated school and how these attitudes may affect the behavior of the students.

C O N T E N T

1. Teacher response:

> It is when the negative attitudes and feelings of individuals are translated into institutional practices (school...) that the Negro (or any group) most despairs. Under these conditions there can be no hope or optimism about the future and little incentive to work for distant goals.... There is considerable evidence that teachers (both white and Negro) respond differently to white and Negro children as well as to children of different social classes. We regard such differential treatment as harmful to the learning of the child as well as harmful to his own self perception.
> (B. S. Bloom and others, Compensatory Education for Cultural Deprivation, p. 31.)

2. Attitude Organization in Elementary Classrooms:

In a study on the "Attitude Organization in Elementary School Classrooms" by Jules Henry, he concluded

> ... that all the teachers in the sample were probably trying to be good teachers, and all children were trying to be good children. Their unconscious needs, however, naturally dominated their behavior.... All teachers need conformity in the classroom in order that the children shall absorb a respectable amount of academic knowledge. But the teacher's (often conscious) need for acceptance by the children and her fear (sometimes unconscious) of her inability to control free discussion, compel her to push the children into uncritical docility at times, while they seek her approval... these are not 'bad,' 'vicious,' or 'stupid' teachers, but human beings, who express in their classroom behavior the weaknesses parents display in their dealings with their children. The solution to the problem of the contradiction between the requirements of a democratic education on the one hand, and the teacher's unconscious needs on the other, is not to carp at teachers, and thus respect the schoolroom process, but to give them some insight into how they project their personal problems into the classroom situation.
> (George D. Spindler, Education and Culture, pp. 213-14.)

3. Encouraging Attitudes:

> Encouragement depends not so much on concrete actions as on underlying attitudes. It is too subtle an approach to be characterized by definite words or actions. It is not what one says and does, but how it is done. It is directed toward increasing the child's belief in himself. Therefore, it presupposes a positive evaluation of the child. Only one who has faith in a child, who can see the good in him as he is, can encourage.
> (Rudolph Dreikurs, Psychology in the Classroom, pp. 42-43.)

Suggested Activities:

1. Take the Self-Evaluation Form below, and apply it to yourself.

Self-Evaluation Form

1. Do I discipline all students with the same tone of voice? _____

2. Do I embrace, hug, cuddle, or generally show affection to both white and black children? _____

3. How many white children have I encouraged and praised by touching, fondling, or any other physical contact? _____

4. How many black children have I encouraged and praised by touching, fondling, or any other physical contact? _____

5. How does the amount of my physical contact with black and white children compare proportionately? If this amount differs how do I justify this partiality? _____

_____

6. Who are my "pets?" _____

   Are they all of one race? _____

7. Do I ever refer to ethnic or minority groups by using derogatory names or a sarcastic reflection in my voice? _____

8. Am I sensitive to individual needs and wants of each child, black or white? _____

9. Have I discouraged, over-criticized, or made children too dependent upon me? _____

10. Even though children have different ability levels, do I motivate each of them so that he will have hope for success? _____

2. Some teachers may want to prepare and administer a questionnaire in which the students anonymously indicate their reaction toward this teacher's attitude and actions. The following is only a suggested type of questionnaire.

Student Questionnaire

Age _____

Sex _____

Race _____

Directions: Put an X in the column which is most appropriate.

	Always	Sometimes	Never
1. Is your teacher polite to you?	_____	_____	_____
2. Is your teacher polite to other students in the class?	_____	_____	_____
3. Is your teacher fair to you?	_____	_____	_____
4. Is your teacher fair to other students in the class?	_____	_____	_____
5. Is your teacher fair to black students?	_____	_____	_____
6. Is your teacher fair to white students?	_____	_____	_____
7. Do you feel that your teacher likes you?	_____	_____	_____
8. Do you like your teacher?	_____	_____	_____
9. Name the person who you think was the teacher's pet this year.	_____	_____	_____

10. Remarks or comments:

(Write anything here that you would like, to explain the questions and answers above.)

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SECTION III

STUDENT RESOURCE MANUAL

(For Teacher Use Only)

There is on the next page of this section a summary page which lists the Main Idea and all the Sub-Ideas developed for the entire Student Resource Manual. After this summary page, each of the Sub-Ideas is presented in sequential order. First in the sequence, then, is the Sub-Idea, followed by a Behavioral Objective and Suggested Activities.

DISCIPLINE STANDARDS IN INTEGRATED SCHOOLS

MAIN IDEA: Discipline standards should constantly be evaluated and reevaluated in all schools, integrated as well as segregated schools.

Sub-Ideas:

I. Negative behavior may result from the circumstances of the environment and the pressures on the individual rather than the fact that a youngster is black, white, or yellow.

II. The basic principles involved in discipline are the same for all races, considering the fact that each child is an individual and must be dealt with as such.

III. The teacher can help eliminate negative behavior by demonstrating to the child that natural consequences will follow disruptive acts. The teacher can be the link between what the child does and the results of his act.

IV. Discipline standards should promote and enhance each student's self-respect.

V. Discussion of discipline problems with such consultants as other teachers, the principal, social worker, counselor, parents, etc., may result in a better understanding and a possible solution of the problem.

VI. Regular class discussion of discipline problems, rules of behavior, and solutions should help children understand their own behavior.

SUB-IDEA I:

Negative behavior may result from the circumstances of the environment and the pressures on the individual rather than the fact that a youngster is black, white, or yellow.

BEHAVIORAL OBJECTIVE:

Given a classroom problem you should be able to determine possible causes of the problem.

Suggested Activity:

Role play some common classroom problems. The students can then discuss causes.

ADD YOUR OWN ACTIVITIES

SUB-IDEA II:

The basic principles involved in discipline are the same for all races, considering the fact that each child is an individual and must be dealt with as such.

BEHAVIORAL OBJECTIVE:

Given a list of three infractions concerning classroom behavior, you should be able to answer the following in writing:

1. What would the discipline be?
2. Should it differ between the black and white child? If so, how?
3. Should it differ for a new student? If so, how?
4. Should it differ for a child that is ill? If so, how?
5. Should it differ for a boy or girl? If so, how?

Suggested Activities:

1. Have the class elect two students to stage an argument. They should also elect a panel of three judges, with the rest of the class acting as jurors. The judges and jurors should decide upon the "case."
2. Stage a courtroom scene, having a defendant, lawyers, a judge, and jurors. Be sure to adhere to courtroom procedure.
3. Visit a courtroom while a case is being tried.

ADD YOUR OWN ACTIVITIES

SUB-IDEA III:

The teacher can help eliminate negative behavior by demonstrating to the child that natural consequences will follow disruptive acts. The teacher can be the link between what the child does and the results of his act.

BEHAVIORAL OBJECTIVE 1:

Given a classroom episode in actual or written form, you should be able to understand the reason for your own behavior.

Suggested Activities:

1. Prepare a list of items concerning misbehavior; then state how and why the situation can be improved.

2. Weigh alternatives of a problem, reflecting on consequences.

3. Discuss the needs or feelings students are trying to satisfy. When they behave negatively, try to determine the feelings they are trying to satisfy. What methods are they using to satisfy these needs?

BEHAVIORAL OBJECTIVE 2:

Given a school experience, you should be able to accept the natural consequences and understand the reason for doing so.

Suggested Activities:

1. Prepare a list of items concerning unpreparedness; then state the natural consequence that would follow each.

2. Think through issues of school life and choose those you value. Think about the reasons you chose as you did.

ADD YOUR OWN ACTIVITIES

SUB-IDEA IV:

Discipline standards should promote and enhance each student's self-respect.

BEHAVIORAL OBJECTIVE:

Given a list of four infractions and consequences, you should be able to state whether or not the suggested consequences detract from the offender's self-esteem.

Suggested Activities:

1. Complete the following sentences:

   a. "When I do something wrong in class, I feel...."

   b. "After I do something wrong, I wish the teacher would...."

   c. "If one of my white/black classmates hits me, I...."

   d. "If I see a white/black student taking money out of someone else's desk (or locker), I would...."

   Discuss with your classmates how and why you feel the way you do.

2. Answer the following questions when you encounter a school problem.

   a. Is this something important to you?

   b. How did you feel when the incident happened?

   c. Did you consider any alternative?

   d. Have you felt this way for a long time?

   e. Was the incident created by something that you selected or chose?

   f. Did you have to choose that; was it a free choice?

   g. Have you thought much about the behavior?

   h. Do you have any reasons for (saying or doing) the things you did?

(Louis Rath, Merrill Harmin, and Sidney B. Simon, Values in Teaching, pp. 56-61.)

ADD YOUR OWN ACTIVITIES

SUB-IDEA V:

Discussion of discipline problems with such consultants as other teachers, the principal, social worker, counselor, parents, etc., may result in a better understanding and a possible solution of the problem.

BEHAVIORAL OBJECTIVE:

Given a sound film strip concerning a child's problem in school and the various people who help him, you should be able to list who helped the child and how they helped him.

Suggested Activity:

Have the teacher schedule a ten-minute talk by the principal (or social worker or counselor) on his role and behavioral problems in an integrated school. Before the talk, write down your concept of his role. After the talk, discuss it with your classmates. Two days later, again write down your concept of his role.

ADD YOUR OWN ACTIVITIES

SUB-IDEA VI:

Regular class discussion of discipline problems, rules of behavior, and solutions should help children understand their own behavior.

BEHAVIORAL OBJECTIVE:

Given a collection of Aesop's Fables or the LP record "Aesop's Fables" (the Smothers Brothers' way) as an introduction to discussion, you should be able to recognize and enumerate three ways that cooperation with others, regardless of race, helps to eliminate problems.

Suggested Activities:

1. Hold a weekly class council meeting at which you discuss or bring grievances to the attention of the rest of the class. Indicate improvements to be made by class members. A secretary may keep notes of the proceedings to be read at the beginning of the next meeting.

2. Write a weekly reaction sheet using the following questions:

   a. Did you act on any of your values this week? What did you do?

   b. What, if anything, did you do this week of which you are proud?

   c. List one or two ways in which the week could have been better.

   d. Were you in emphatic agreement or disagreement with anyone this week?

   (Louis Rath, Merrill Harmin, and Sidney B. Simon, Values in Teaching, pp. 134-135.)

ADD YOUR OWN ACTIVITIES

SECTION IV

ANNOTATED LISTING OF UNIPACS

ANNOTATED BIBLIOGRAPHY OF THE

UNIPACS FOR

DISCIPLINE STANDARDS IN INTEGRATED SCHOOLS

If I Were the Teacher

Produced by Roberta Garrett

Performance Level: Middle Elementary

This Unipac is designed to assist the student in understanding how environmental factors in the classroom affect behavior.

Class Morale and Class Discipline

Produced by Bonnie J. Gillespie

Performance Level: Junior High School

This Unipac introduces the student to the concept of class morale and explains to him how it affects classroom discipline.

Discipline

Produced by Anita Sue Niece

Performance Level: Lower Elementary

This Unipac should allow the student to recognize the importance of responsibility and self-control in the classroom.

Travel to Adventureland

Produced by Sharon Bernardini

Performance Level: Middle Elementary

This material is designed to facilitate student cooperation in following classroom rules of discipline.